



# The Provider

**Provider**

**Spring 2002**

Georgia Department of Human Resources ? Office of Regulatory Services  
Child Care Licensing Section

## A Publication of The Family Child Care Training Project

Newsletter Editor:  
Pamela S. Colton

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## SCOPE & SEVERITY: AN UPDATE

The Family Day Care Unit is using a new process called Scope and Severity to rate rule violations when inspections are made. The process is based on a methodology developed by the federal agency that oversees the regulation of nursing homes. It involves a standardized decision making process which rates the seriousness of each rule violation cited and how widespread each violation is in the home.

The severity of a violation is charted on a scale of 1 to 4, with 4 being the most severe. There are three levels of scope: isolated, pattern and widespread:

Severity

4 Violations caused death or serious physical or emotional harm or pose imminent and serious threat or hazard to health/safety	J	K	L
3 Violations have direct adverse effect on physical or emotional health/safety.	G	H	I
2 Violations which indirectly or over time have or are likely to have adverse effect.	D	E	F
1 Violations with potential only for minor negative impact.	A	B	C

If all the rule violations cited are rated “D” or lower, (*indicated by the darkened boxes on the matrix*) the home is considered to be in substantial compliance with the rules, which will be noted in the “closing comments” portion of the inspection report.

Violations which rate an “A” will not show up as rule violations on the inspection report, since these only have the potential for minor negative impact and are isolated. They will be discussed during our exit conference and will be documented as discussion items on the report. This doesn’t mean they need to be ignored, however. They will need to be corrected so that they don’t become more severe over time.

The completed inspection report will show the Scope/Severity rating of each violation and the surveyor will print the graph for that inspection and use it as part of the exit conference. Rules

with higher ratings should be prioritized in terms of corrective action.

Licensing staff participated in many training sessions on this new system and tested it on inspections over a six month period before we formally began using it. We continue to check our reliability and consistency on rating rule violations on an on-going basis.

Although this has been an intense, time-consuming and sometimes painful process for the Section, I believe a more meaningful inspection process is the result. I’ve recently seen several positive comments about it on our customer service questionnaire. Please use that form to give us your feedback about the system.

Jo Cato, Director  
Child Care Licensing Section

## Wendy Thompson: First Home of Distinction!!!

Congratulations to Wendy Thompson/Steps of Faith Early Learning Center in Fulton County! Ms. Thompson is Georgia’s **first** family child care provider to complete the new Homes of Quality program, a voluntary program that recognizes providers who achieve higher levels of quality. She was recognized and presented with her Home of Distinction certificate at a Provider Recognition Celebration sponsored by Quality Care for Children in Atlanta in January, 2002.



There are two levels of quality recognized by the program. Home of Merit is achieved by scoring an average of “3” on the Family Day Care Rating Scale (FDCRS), a nationally recognized measure of child care quality. Home of Distinction is achieved by an average score of “5” on the instrument. Providers must be able to demonstrate that they provide a rich, interactive learning environment for children that is both healthy and safe.

We hope that Ms. Thompson is the first of many who will achieve recognition through this program, which is also part of the Georgia Early Learning Initiative. For more information, call our office at 404-657-5560 or visit Child Care Licensing’s web site: [www2.state.ga.us/departments/dhr/ors](http://www2.state.ga.us/departments/dhr/ors)

Jo C. Cato, Director  
Child Care Licensing Section

# Assessing Your Child Care Space

by Lorraine E. Maxwell, PH.D

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An important part of any evaluation of your child care program should be an assessment of the program space. This is true for both family/home-based child care and center-based programs. The goals you have and the activities that help you reach these goals, are a major part of your program. And should be frequently assessed. Just as important in child care are the people who care for and teach the children. Staff evaluations are a good way of giving feedback and encouragement to your staff. However, the space where all of this interaction between staff and children, children and activities takes place is a critical part of the whole picture.

Sometimes people think they are evaluating the space, or physical environment, when they evaluate the program but this is not always the case. In addition, problems or issues that are identified in a program evaluation may have roots in a space, or environmental, problem. For example, discipline may be a problem you identify. Children run through the playroom/classroom and do not spend much time in activity areas or on specific tasks. Or, children constantly fight over an activity area. You and your staff feel that a lot of time is spent on trying to control children and referee arguments between children. There are, of course, programmatic things you can do, but making changes in the physical environment may help to eliminate, or reduce, the discipline problems.

If children run through your space consider breaking up the space with well-defined activity centers. A straight clear path is an invitation to run. It is also important to make certain that the circulation

path and activity areas are clearly separate and obvious. Children may not be able to concentrate on activities and tasks if constantly interrupted by someone trying to get from one part of the room to another.

If children argue over specific activity areas there are several things you can try. One, provide additional materials so that more children can participate. Two, make the activity area larger so that it can accommodate more children. Three, help children regulate

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minutes every couple  
of months to see how  
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their own behavior. One center in upstate New York uses large nametags with Velcro on the back and children place their name tags on a board adjacent to each activity area. When the board is full for that activity (i.e., 3 spaces for computers because there are only 3 computers) children know that they must choose another activity. Sometimes name tags are placed on additional slots to indicate that when a space becomes available they are next.

This environmental intervention not only keeps down arguments, but it also helps children discipline themselves, it helps them to recognize their name and other children's names, and it helps them with their quantification skills. Each of these suggestions involve manipulating a part of the physical environment.

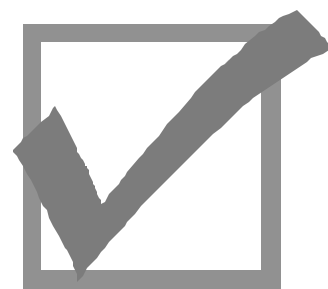
When you evaluate the staff who work with you and the children you most likely do periodic observations. It is important to do periodic observations of the space as well. Take time to see how the space and the materials are being used. Here are a few questions to ask about the physical environment of your child care program. Take 15 or 20 minutes every couple of months to see how your space is working and be willing to make changes if necessary.

*Continued on page 4*

## Assessing Your Child Care Space —Continued

**Ask yourself the following questions to assess your home day care environment.**

- \_\_\_\_\_ Do children use some areas more than others? Which ones?
- \_\_\_\_\_ Does the play in each area compliment or disturb activities in the adjacent areas?
- \_\_\_\_\_ Can children distinguish circulation paths from the activity areas?
- \_\_\_\_\_ Do children seek out spaces for quiet reflection, resting, or independent work? Where do they go? Are they interrupted?
- \_\_\_\_\_ Does the space help children to be independent?
- \_\_\_\_\_ How does the space work for children with disabilities?
- \_\_\_\_\_ What is the biggest limitation or problem in the space?
- \_\_\_\_\_ What can you do to make it work better?



Try having each staff member do these observations. If the same person always does the environmental observation some problems may not be identified. It will also help to involve all staff in the design of the space. Most importantly, remember that the physical environment is just as important as the social environment that you create in your child care program. Therefore, it is critical to include the physical environment in your program assessment.

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## Sex Offender Registry on Web

Georgia law requires the Georgia Bureau of Investigation to collect and maintain registration information about those persons convicted of a sex crime who reside within the state. This information is updated frequently and is accessible on the internet. A search can be made by entering a city, zip code, or county. You will receive a listing of persons on the registry with their address for the search area entered. This information can assist child care providers in taking extra safety precautions if appropriate.

A direct link to the Registry has been added to Child Care Licensing's web page:

[www2.state.ga.us/departments/dhr/ors](http://www2.state.ga.us/departments/dhr/ors)  
(click on child care links)

It can also be accessed at:

[www.ganet.org/gbi](http://www.ganet.org/gbi) (click on sex offenders)  
[www.state.ga.us](http://www.state.ga.us) (click on featured sites)

Remember that computers are available for use at public libraries throughout the state for persons who don't have ready access to a computer.

# Learning To Share by Cathy Malley

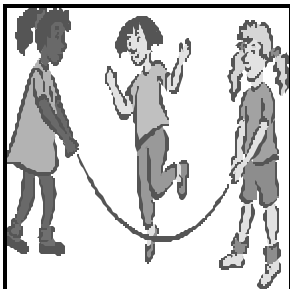
## ENCOURAGING SHARING

Some toddlers share without being asked and taught to do so. However, learning to share is hard for most children. Young children think about themselves and what they want or need. Thinking about the needs of others is the beginning of learning to share. Two and three-year-old children should not be expected to share. They are still working on meeting their own needs. By age four, many children will share some of their things. By age six or seven, children begin to understand how to cooperate with other children. Playing in groups gives children a chance to learn about sharing and taking turns.

In your family day care home, you may decide that all day care toys and games belong to the group, not to any one child. As the care provider, you need to explain that to the children. Then show them what you mean. For example, when a child has finished using a group toy and another child picks it up, say out loud that it belongs to that child now.

When he is done it will belong to the next child, etc. Explain to the children that this is called "sharing." If they want a toy back, they will have to wait for another turn. Explain this process to all the children. Then follow through with your promise.

Tell the children rules in a way that they understand. You could say, "First you go down the slide, then John, and then Sandy. This is clearer to children than saying, "You must all take turns."



## GUIDELINES TO ENCOURAGE SHARING

- ? Read books about sharing to the children. Your local children's librarian may be able to suggest some books and videos about sharing.
- ? When playing "turn taking" games, be sure that each child has a chance to go first.
- ? Support and praise children when they share. For example, say, "I liked the way you let John play with that toy. You must be proud of yourself."
- ? Do not force young children (less than three years old) to share. This may cause the chil-

dren to resent sharing.

- ? Set a good example. Talk about sharing. Share with the children.
- ? Sharing can be fun. Children need to try it to learn it.

## SITUATIONS TO DISCUSS

Think about what you would do in the following situations. Discuss your solutions with another day care provider. Did you come up with similar solutions?

1. Emily keeps taking the teddy bear from John. What can you do to help?
2. Terry always wants to be first. He screams when he can't be. What can you do to help Terry?
3. Matt will not let go of a toy. What can you do?

## ACTIVITIES TO TRY WITH CHILDREN

Every day, do something in which you share or take turns with the children. Talk about sharing. Talk about how good it feels when others share with us.

## RESOURCES TO EXPLORE

Growing With Children circular HE 198 *Learning to Share*, Alabama Cooperative Extension Service, Auburn University, Auburn, AL 36849.

*Positive Parenting Practices, Teaching Children to Share*, letter #9. West Virginia University Cooperative Extension, Morgantown, WV 26506.

*Being Alone, Being Together* by Terry Berger, Rain-tree Edition, Milwaukee. Distributed by Children's Press, Chicago, IL.

*Frederick* by Leo Lionni, Pantheon, New York, NY 10022 (1967).

*Uncle Elephant* by Arnold Lobel, Harper and Row, New York, NY (1981).

*What Mary Jo Shared* by Janice May Udry, A. Whitman, Niles, IL 60648 (1966).

*Hiding House* by Judith Vigna, A. Whitman, Niles, IL 60648 (1979).

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# Diet and Behavior

by Linda Selkirk

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Colorado State University



Dozens of studies over the last few decades have documented the negative effects of malnourishment on children's intellectual development. A gray area is whether "marginal" malnutrition or skipping meals affect behavior or school performance.

Lack of many different nutrients can contribute to behavior problems in children. Sometimes it is not only the missed meal, but also the child's reaction to a stressful situation that contributes.

Without any magical answers, caregivers often have to deal with rambunctious and sometimes unruly children. The children may easily lose control, if their needs are not being met. There are many causes of such behavior, including a desire for attention, over stimulation, lack of sleep, too much television, and lack of exercise.

## MISSED BREAKFAST

Common sense dictates that it is unreasonable to expect anyone to learn and perform work when fuel, in the form of breakfast, has not been provided. By the late morning, discomfort from hunger may become distracting, even if a child has eaten breakfast. The problem appears to be at least partly due to low blood sugar. The average child up to age ten or so needs to eat every four to six hours to maintain a blood sugar concentration high enough to support the activity of the brain and nervous system.

## IRON DEFICIENCY

Iron deficiency presents the best-known and most widespread effect on behavior. A lack of iron not only causes an energy crisis, but also directly affects behavior, mood, attention span, and learning ability. Iron deficiency usually is not diagnosed in the blood until it has progressed all the way to overt anemia. A child's brain, however, is sensitive to low levels of iron long before blood effects appear.

**OTHER NUTRIENT DEFICIENCIES** Iron is only one of several nutrients that can be displaced with empty-calorie foods. Other nutrients may be lacking as well, and the deficiencies of those nutrients may also cause behavioral as well as physical symptoms. Diets lacking in Vitamin C, protein, Riboflavin and magnesium may also impact on behavior, according to Debruyne, Rolfes and Whitney in *Life Cycle Nutrition: Conception Through Adolescence*.

**Protein-energy deficiency** can lead to apathy, fretfulness, lack of energy or a lack of interest in food.

**Riboflavin deficiency**, may produce symptoms of depression, hysteria, psychopathic behavior, lethargy and hypochondria before this deficiency can be detected by clinical symptoms.

**Vitamin C deficiency** may cause such symptoms as hysteria, depression, listlessness, lassitude, weakness, aversion to work, hypochondria, social introversion, fatigue, and possibly iron anemia.

**Magnesium deficiency** may have symptoms such as apathy, personality changes, hyperirritability.

**Zinc deficiency** may cause poor appetite, failure to grow, iron-deficiency anemia, irritability, emotional disorders, and mental lethargy. Should suspicion of dietary inadequacies be raised, no matter what other causes may be implicated, those responsible for the feeding of the child should take prompt steps to correct those inadequacies.

The information in this article was taken from the study guide which accompanies correspondence study course FN 160 *Nutrition and the Preschool Child* written by Patricia A. Kendall, Ph.D., R.D. and offered by Colorado State University Continuing Education. For more information on this or other child care related courses, call (800)525-4950 or send email to: [inquiries@vines.colostate.edu](mailto:inquiries@vines.colostate.edu). You may also want to browse our World Wide Web site at: <http://www.ColoState.EDU/Depts/CE>

**For information in Georgia about the Child and Adult Food Program, which reimburses child care providers for food served to day care children, please contact :The Office of School Readiness at 404-656-5957**

# Family Child Care Training Project– Training Calendar

## GSAMS Teleconference Training

**Free  
Training!**

**JUNE 8, 2002**

**Atlanta, GA Georgia State University**

**Albany, GA Darton College**

**Tifton, GA Abraham Baldwin College**

**Macon, GA Macon State College**

**Savannah, GA Coastal Georgia Center**

**Waycross, GA Waycross College**

**Rome, GA Floyd College**

**Sessions Offered**

**8:45 AM—12:15 PM *Family Day Care Rules and Regulations***

**12:45—4:15 PM *Look Before You Leap—Opening a Group Day Care Home in Georgia***

### **Additional Free Training Class Locations & Dates**

**Morning Session = Family Day Care Rules and Regulations 9:00 AM—12:00 PM**

**Afternoon Session = Look Before You Leap Opening a Group Day Care Home In Georgia 1:00—4:00 PM**

June 1, 2001

Swainsboro, Tech.

346 Kite Road

Swainsboro, GA

9:00—4:00

June 15, 2002

Paulding County

Family Collaborative

Paulding, GA

9:00—4:00

June 29, 2002

Gainesville College

3820 Mundy Mill Road

Gainesville, GA

9:00—4:00

July 27, 2002

Columbus College

4225 University Ave

Columbus, GA

9:00—4:00



### **Family Child Care Training Class Registration Form**

**Classes are FREE!**

Date and Location of Class Registering for \_\_\_\_\_

I plan to attend the \_\_\_\_\_ morning session only \_\_\_\_\_ afternoon session only \_\_\_\_\_ both sessions offered

Name \_\_\_\_\_ State registration number \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

County \_\_\_\_\_ Phone (\_\_\_\_\_) \_\_\_\_\_ E-mail \_\_\_\_\_

Food program name \_\_\_\_\_ Do you care for DFCS Children? \_\_\_\_\_ How many? \_\_\_\_\_

Confirmation and directions to the training site will be mailed to all who pre-registered for a class.

Mail Registration to: Home Grown Kids Inc. Family Child Care Training Project 3605 Sandy Plains Road Marietta, GA 30066 770-517-6011

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## Update: Child Passenger Safety Law

In 2001 a new law was passed that requires all children four years old and younger to be transported in appropriate child passenger restraining systems. Before this law passed, a four year old could be transported wearing only a seat belt, which is no longer allowed.

Car seats and booster seats must be correctly installed and must be appropriate for the height and weight of the child. Any family child care provider who transports children must comply with this new law.

The Governor's Office of Highway Safety has a lot of helpful information about child restraints on their web page: [www.gohs.state.ga.us](http://www.gohs.state.ga.us) A current statewide listing of Fitting Stations has recently been added. The installation of seat restraints can be checked by trained technicians at a Fitting Sta-

tion. The technician will also show you how to install seats properly. You are encouraged to use these as a resource to help you transport children safely.



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